DOCUMENT RESUME

ED 094 535 EC 062 484

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TITLE	Design and Documentation of Improved Instructional Programs for Disadvantaged Handicapped Children. Final Report.
INSTITUTION	State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.
PUB DATE	Jul 74
NOTE	50p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Computer Assisted Instruction; Crisis Therapy; *Disadvantaged Youth; *Exceptional Child Education; Learning Characteristics; *Learning Disabilities; *Mentally Handicapped; Multiply Handicapped; *Program Evaluation; Test Validity

ABSTRACT

Presented is the final report of a project to design and implement improved instructional programs for disadvantaged handicapped (retarded or learning disabled) children at the elementary grade level. Activities are described which were conducted to accomplish the following objectives: to initiate, evaluate, and document a crisis-intervention program; to design and validate a learning style inventory to diagnose and prescribe instruction at the primary level; and to investigate the applications of the computer for diagnosing needs and prescribing instructional programs in mathematics and language arts. Reported are activities which included interviewing the 11 teachers involved with the Crisis Intervention Program (all reacted positively), validating the two developed instruments with 17 special education teachers (all reacted positively), and developing and using three computer programs (on consonants, consonant blends, and syllabication) with up to 38 third grade pupils. Appended are the report of the crisis intervention teacher, classification by handicapping conditions of the 30 students participating in the testing situation, sample profiles on the learning abilities inventory, and examples of pupil-computer interactions. (DB)

ED 094535

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FINAL REPORT

Design and Documentation of Improved Instructional Programs for Disadvantaged Handicapped Children

Prepared by
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In Conjunction With
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Proj. No. ED 74-044A

EC 062484

Research and Development Complex
State University College
1300 Elmwood Avenue
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July, 1974

This project was designed tc accomplish three objectives:

1. To initiate, evaluate and document a crisis-intervention program.
2. To design and validate a learning style inventory which can be used in diagnosing and prescribing instruction for handicapped children at the primary levels.
3. To investigate the applications of the computer for diagnosing and prescribing instructional programs for handicapped children in the areas of mathematics and language arts.

Activities were conducted to accomplish all three objectives. Limited success was experienced in all three areas. What follows is an abstract of activities and accomplishments related to the three objectives. More complete details are included in Appendices A through C.

Summary

OBJECTIVE 1:

To initiate, evaluate and document a crisis-intervention program.

ACTIVITIES:

In compliance with that objective, a qualified person was hired to serve in a crisis-intervention function during the past semester, to deal with disruptive students as the disruptions occurred.

EVALUATION:

The effectiveness of the Crisis Intervention Program and subsequently the Crisis Intervener has been assessed in two ways. (1) Baseline data was gathered to determine the incidences of classroom disturbances prior to the introduction of this program. During the semester, the Crisis Intervener kept a running log which indicated the number of crises that did occur, the nature of each crisis, and the intervention techniques used in each instance. The two sets of data are compared in another section of the final report. (2) In addition, those classroom teachers involved with the Crisis Intervention Program/Crisis Intervener during the semester were interviewed to determine if they felt that the presence of the Crisis Intervener had any effect on their classroom instructional program. This summary deals with those interviews and the teachers' reactions to the program as a whole.

A total of eleven teachers were interviewed. They included:

1 - Intermediate TMR teacher

1 - Primary EMR teacher

1 - Intermediate EMR teacher

1 - Lower Elementary LBD teacher

1 - Resource Room teacher

2 - Grade Four teachers

1 - Grade Six teacher

1 - Guidance teacher

2 - Art teachers

All of the interviews were a result of either a verbal communication with, or a written statement to the project researcher.

All of the teachers interviewed felt that having an individual in the specific role of a crisis intervener had, in some way, produced a positive effect on their instructional program. There was a consensus among the teachers that each child who had the opportunity to work with the Crisis Intervener experienced a positive change, on a continuum from minor to one of a "fantastically beautiful self-discovery."

Most of the teachers felt that just knowing that the Crisis Intervener was available was enough to provide the'calm' they needed when a crisis situation appeared evident in their classrooms. As one teacher put it, "I was happy to have the Crisis Intervener here just to know that there was somewhere a child could go and be protected."

Ten of the eleven teachers indicated a need and a desire for such a program to continue during the coming school year. The teacher who responded in the negative on this point felt that in the present school situation in which the Crisis Intervener worked, the number of individual crises could be effectively dealt with by the guidance person on staff. The teacher went on to say that there were a variety of activities (physical development programs, arts and crafts, assisting other teachers, etc.) a distressed child could move into within the existing program and that there were teachers on the staff who were not only capable but very willing to assist such a child if called upon to do so. This teacher did feel, however, that a Crisis

Intervention Program would be beneficial in a larger school system; allowing a Crisis Intervener the opportunity to work with a selected number of "crisis ridden" youngsters, thus providing for these youngsters the chance to "reenter into the system."

Of the teachers recommending the Crisis Intervention Program for the coming year, most did so with a variety of qualifications regarding the Crisis Intervener's educational background, sex, age and maturity, rapport with the rest of the staff, orientation to the program, etc. Following are a list of these qualifying statements offered by the teachers as an assist in setting up a successful Crisis Intervention Program for the coming 1974-1975 school year.

1. The Crisis Intervener should have a background in Exceptional Education, and have had prior teaching experience with children who have experienced emotional and social difficulties.

2. The Crisis Intervener should have an extensive background in group therapy, counseling, and behavior modification techniques.

3. The limits of the Crisis Intervener's responsibilities should be clearly defined.

4. The Crisis Intervener should establish and maintain constant communication with the teachers with whom he/she is working.

5. An extensive pre-intervention orientation program should commence prior to the intervention program itself, in order that teachers and students understand the objectives of the program and the function of the Crisis Intervener.

6. The Crisis Intervener must adopt a philosophy which is supportive of the philosophies of the teachers with whom he/she is working.

7. The Crisis Intervener must be able to work within the framework of

the administration's policy without losing the freedom and flexibility necessary for spontaneous response in a crisis situation.

8. The Crisis Intervener should conduct all professional and personal matters in a mature and dignified manner, assuring the respect of all persons with whom he/she comes in contact.

9. The Crisis Intervener should be a man. Too many of the adults school children come in contact with at the elementary level are women, and they need the relationship only the male figure can provide.

10. The Crisis Intervener must be a diplomat, and above all one who genuinely likes people - adults and children!

In summation, it might be appropriate to quote from one teacher who responded to the inquiry concerning the effect of the Crisis Intervention Program/Crisis Intervener in a way which showed both a positive acceptance of the program and a keen sensitivity to the person who was the program.

> Beginning mid-year in a position that is new to the school system and has no defined job description can be as discouraging and confusing as it is challenging. In my opinion, the Crisis Intervener welcomingly accepted it as a challenge. She found her role as a facilitator, not as a stern administrator nor as a "buddy." She was cautious and patient, hesitating to be dogmatic and prescriptive of a child's needs.
>
> The Crisis Intervener stepped back and observed the teaching situation with the crisis child functioning in it, as well as taking effective antidotal records of the child in other school situations. She made no claims at solving a student's problem, but rather allowed the student free mobility of her office and services as the student saw fit. She fairly balanced the amount of time a student had with her, with the student's needs. The students never took advantage of her services, but found them solacing and facilitating so as to cintinue with their responsibilities as students.
>
> The Crisis Intervener was open to the faculty's suggestions for other ways she might aid them in a student-crisis situation. At times she substituted for the teacher in the classroom understanding that the crisis student-teacher relationship was what was needed, instead of her intervention in that way. Her flexibility and patience was most welcomed in the tenseness of a student crisis situation.

OBJECTIVE 2:

To design and validate a learning style inventory which can be used in diagnosing and prescribing instruction for handicapped children at the primary levels.

ACTIVITIES:

The original parameters of the project allowed for the identification of at least two factors which affect learning in children. Once identified, it was the responsibility of the researcher to design an instrument which, when administered to a group of children, would diagnose for the identified factors; hopefully providing for the classroom teacher a basis for developing an instructional program commensurate with each youngster's needs.

The researcher saw this commitment as extending beyond the development of a single instrument, because there are a variety of ways specific learning factors can be diagnosed among children. A familiar and oft relied on method is the diagnostic workup afforded an individual child by an experienced Diagnostic Team. This procedure involves the administration of standardized tests and requires the luxury of time and involvement few teachers are able to afford. The teacher does have the opportunity to diagnose for learning factors or abilities within the framework of her class program, not only for the individual child but for her entire class. This can be done through observation and through the administration of group orientated tests. For this reason, the researcher prepared two instruments for use in the classroom which would assist in diagnosing for specific learning abilities among children.

The first instrument developed was an Observation Check-List de-

signed to identify specific observable characteristics for 16 learning ability areas in Language, Perceptual-Motor Development, and Sensory-Motor Development. They include: Auditory Association, Auditory and Grammatic Closure, Auditory Discrimination, Auditory Figure-Ground Perception, Auditory Memory, Directionality, Laterality, Orientation, Spatial Awareness, Verbal Expression, Visual Association, Visual Closure, Visual Discrimination, Visual Figure-Ground Perception, Visual Memory, and Visual-Motor Coordination. In addition to the observable characteristics, several teaching strategies were provided for each ability area to allow the classroom teacher to proceed with a prescription for the child who exhibited a number of the observed characteristics. Thus, the instrument would serve as a tool to assist teachers in the diagnoses and remediation of specific learning abilities through observation.

The second instrument was a Classroom Learning Abilities Inventory. This instrument was developed to include 17 learning ability areas for Language, Perceptual-Motor Development, and Sensory-Motor Development. They include: Expressive Language, Grammatic Closure, Auditory Association, Auditory Closure, Auditory Discrimination, Auditory Memory, Form Constancy, Position in Space, Spatial Relationships, Visual Association, Visual Closure, Visual Discrimination, Visual Figure-Ground Perception, Visual Memory, Visual-Motor Coordination, and Directionality. The entire Inventory consists of approximately 250 test items developed around the Primary and Intermediate competency levels. The materials and format for these items was adapted from similar items found in the following standardized tests and ability inventories: Frostig: Developmental Test of Visual Perception; Kirk: Illinois Test of Psycholinguistic

Abilities; Shelquist, et al.: Inventory of Readiness Skills; Sperry: A Language Approach to Learning Disabilities; Valett: The Remediation of Learning Disabilities: A Handbook of Psychoeducational Resource Programs; Developmental Survey of Basic Learning Abilities; Wechsler: Wechsler Intelligence Scale for Children; Wepman: Auditory Discrimination Test; and Wepman and Morency: Auditory Memory Span Test. All of the subtests, with the exception of Expressive Language, Grammatic Closure, Auditory Memory, and Auditory Closure were designed to be administered to a large or small group of children, thus providing the classroom teacher with the opportunity to diagnose for her youngsters using a test inventory not unlike the standardized tests with one exception: the Inventory could be administered to more than one child at a time.

EVALUATION:

The Observation Check-List was presented to 12 Exceptional Education teachers at the College Learning Laboratory, State University College at Buffalo. (3 TMR, 5 EMR, 2 Resource Room, 2 LBD) Time did not permit these teachers the opportunity to experience the Check-List with their youngsters as the school calendar allowed for their early dismissal and the teachers were caught up in the necessary responsibility of culminating their own programs. However, response was very positive toward the use of the Check-List as a direct benefit to teachers as they proceed with the identification of ability areas among their children during the fall months. All of the teachers expressed their intention to make use of the Check-List when their school programs commenced in the fall.

The Classroom Learning Abilities Inventory was introduced to 5 Exceptional Education teachers. (1 PTMR, 1 ITMR, 1 PEMR, 1 IEMR, 1 PLBD) With the cooperation of these five teachers, the researcher was able to administer the Inventory to a total of 30 children from the Primary and Intermediate TMR and EMR populations, and selected children from the Lower Elementary LBD population. Again, because of the time constraints presented by the school calendar, only a selected number of subtests were administered to each child (see Appendix B, Pertinent Data). Expectations for the Primary and Intermediate competency levels were indicated in the directions for each subtest. Individual results of each youngster's performance were matched with these expectations (Appendix B, Student Profiles) to begin to develop an individual profile for each youngster with regard to the Inventory, and to make some preliminary determinations as to what expectations could be made for each subtest with regard to the Primary and Intermediate competency levels.

The five teachers participating were allowed sufficient time to review the Inventory and to select the appropriate subtests to be administered to each child participating in the testing situation.

The researcher worked with the youngsters in 1's, 2', and 3's. It was determined, after an initial situation with a first group of 3 youngsters in both the Primary TMR and EMR groups, that these youngsters worked best with one other child or alone. The youngsters in the other groups were tested in groups of three. The testing environment was one stressing a relaxed, non-pressure atmosphere, with the researcher refraining from emphasizing the time factor except to adhere to the time limit set for each subtest.

The youngsters seemed excited with the items and eager to perform.

Many of the activities involved the use of colors, reconstructing and tracing various shapes, and identifying and coloring various pictures and symbols. The youngsters had no difficulty working with the mechanics of the Inventory (crayons/felt pens on laminated test pages).

The teachers' responses were extremely favorable to the Inventory, all stressing the fact that it could offer them the tool that would assist in the identification of specific ability/disability areas among their children. They were impressed with the fact that it was convenient to use and accessible to the children in its format and design. All five teachers were especially pleased with the fact that they did have the "time" to administer such an Inventory because it could be presented to more than one child at a time.

The researcher felt that the entire project was a most valuable experience and hopes that further testing and refinement of the Classroom Learning Abilities Inventory will commence as soon as possible, in order that classroom teachers are provided with the best possible instrument to use in the identification, assessment, and amelioration of those factors which affect every youngster's ability to learn.

OBJECTIVE 3:

To investigate the application of the computer for diagnosing and prescribing instructional programs for handicapped children in the areas of mathematics and language arts.

ACTIVITIES:

A computer terminal was installed for use by the third grade cluster. One of the teachers wrote a program to teach word recognition skills to selected third grade pupils in order to demonstrate the feasibilityof using computer assisted instruction with pupils at that grade level.

The computer configuration (APL/ATS) is designed for experienced teachers who want to create computer mediated tutorial lessons without learning a great deal about computer programming.

This pilot study was not intended to generate a complete reading program but rather to focus on several components of a reading program: consonants, consonant blends, syllabication. The twelve pupils involved in the study were provided with one halp hour of instruction twice each week for one semester. The computer provided immediate positive reinforcement and/or correction of student responses. A sample of pupil-computer interaction is provided in Appendix C.

EVALUATION:

Three programs (consonants, consonant blends, syllabication) were written by a classroom teacher. One component was tested with a total of 38 pupils. Many of the pupils needed assistance, especially some with understanding the instructions and others with reading the exercises. Time required to complete the program varied from 5 minutes to 18 minutes. Accuracy averaged 79%, with a range of 67% to 100%.

Samples of the program and a detailed report of pupil progress are contained in Appendix C.

Additional discussions were held to explore similar exercises in mathematics, but time restraints prevented successful completion of activities in that direction.

APPENDIX A

CRISIS INTERVENTION PROGRAM

Report of Crisis Intervention Teacher

This was an exciting project to be involved in and one that I and the children benefitted from. Case studies of each of the thirty children with whom I worked are contained in the files submitted at the end of the project. Because of the sensitive nature of some of those records, they are excluded from this report. However, a number coded list of interactions is included at the end of this Appendix. What follows is a personal assessment of my role and effectiveness as a crisis intervention teacher. (The reactions of other teachers are included in the body of this report).

The role of the crisis intervention teacher is a relatively new concept in theory, and, to myknowledge, almost a totally new concept in practice. I have entered the role with no precedent and no predise definitions. What has evolved over the past few months has been based upon my own perception of the role, and what I have been allowed to create within the particular structure of the College Learning Laboratory.

Before I can discuss what I have done, and what I feel the role of a crisis teacher could become, I must first indicate what I feel have been restrictions, in some instances quite severe, placed upon this particular research project. First and foremost has been the time element: the fact that I did not begin this job until the second semester. This date is five months into the school year, and left me only four months, including the Easter recess, in which to work. The many limitations this time element has placed upon the work that could be accomplished

are obvious. First of all, and paramount to my concerns, is the time it takes to build the necessary rapport with a child, although this has been offset in some cases by the particular adaptability of children at the College Learning Laboratory to new people, and the fact that I had substitute taught there before. Four months, on a school schedule, is not nearly enough time to build a formidable relationship and also carry it through to its fullest extent with many children. Another consideration is the time it took for the children to become familiar with who I was and what I would be for them. I was a new element thrown into the school at mid-semester and not one they had learned to grow with. Again, by the time I was satisfied with my familiarity to the school, I wanted much more time to accomplish what I felt capable of doing. I also missed those tremendously important few months in the beginning of the school year when children are settling into the school. Problems are being discovered then, and appropriate resources assigned to them. By February many teachers have already adapted to working with whatever is available to them, and therefore didn't use me to the fullest extent I felt possible. I could go on indefinitely on the limitations that time has placed on me, but I feel that common sense dictates the unacceptability of judging the value of the crisis intervention teacher's role on a four month research project, especially when those months are the last four of the school year.

Another obstacle I ran into was opposition from many of the teachers. The first two to three weeks that I worked were spent trying to define my role to the faculty. There was opposition over the way I was hired, the fact that I was named unofficially "assistant to the principal,"

totally unnecessary and petty arguing over whether I was an "ex-ed" person or not, the student population that I would be working with. This not only used up valuable time for me, but many teachers refused to open their doors to me. Some seemed simply uninterested and didn't follow through on the suggestions I made or programs I set up. This is mostly documented in my reports on each particular crisis. I do feel, however, that if I had come into the school in September, or possibly weren't young and an "assistant to the principal," or wasn't such a new and undefined concept, these problems would have been at least lightened. As it stands, however, I did feel hampered in my freedom to create what I felt I wanted to, and to fulfill the full and tremendous potentiality this job offered. Many teachers were perhaps threatened by this very freedom, and the open relationship that I was able to offer to the children.

What has come out of these past four months is what I consider one of the most encouraging things I have seen in a school system. I was able to offer a special service to the children that was unavailable from any other resource in the school. I did, for one thing, pick up all those "crisis" situations where a child is in trouble and needs to be handled in a very particular way, depending naturally on the situation. The principal, or vice-principal, could not have dealt with these problems in the way I was able to, partly because of their time restrictions and administrative obligations, and partly because of the role that they play in the children's lives. A guidance counselor could not have managed it in the same manner either, for many of the same reasons. The teacher is often unavailable for special treatment because

of his or her own frustrations at the time, and the obligation to the rest of the class. I was flexible, like a doctor on call, and could pick up these situations with the freedom to move, sit, play, work, give the child a place to be alone, or whatever I felt best at the time. I was also free to give the child as much time as he needed at the moment: from five minutes to a few hours. The actual "crisis" situations are all documented as to time, date, how they were handled and follow-up. What my position actually became, however, was something beyond that of a crisis intervener. Almost every relationship I developed with the children turned into one of mutual respect and understanding, although the records may not show that much actual documented crisis time. The children came to me constantly: before lunch, after school, while passing rhrough the office. I saw them in the halls, on the playground, in the lunchroom and made the effort to visit their classroom periodically. I became someone they could confide in, joke around with, relax with. Every one of them knew that the office was there and open, and they they were welcome whether I was in or not. For many children it became a refuge.

This happened not only with children that I saw officially, but many of the other children in the school began to come in to talk. I was able to pick up children, especially the older ones, who had double study periods each day, and nothing really do do, for example. In this way they avoided alot of the trouble they had previously been getting into. This aspect of the job is, in my opinion, as important as the "crisis" role. The children had a place they could come to and express their true feelings on anything from their teachers, to friends, to life in general. We used their own language and their own values, and I used

times to do as much "life experience" work as I could, without forcing them into anything. Their experiences grew over time, and developed with the child's needs and growth. I have discovered through this project that children do need an outlet such as this desperately, as I saw many potential explosions and fights warded off.

There is another aspect of the role I had, from the teacher's point of view, that I feel is vitally important. I think I can best express this through an incident that occurred with one of the teachers who was willing to work closely with me. She came to me and told me she had been having problems with one of her students, that he was in speech at the moment, and that she was expecting trouble when he returned to class. She wanted to know if I would be available. When I didn't hear from her or the child I went down to the classroom to investigate. The explosion she was expecting hadn't happened. She told me that knowing I was there relaxed her, and stopped the teacher-created problems that do so often occur. I know from my own teaching experiences that had I known that help was nearby, many of my own "crises" might not have occurred. Teachers are only human.

The crisis teacher can also be used in a preventive sense. I experimented this way with only one child for many of the varied reasons I have already explained. Although it was impossible to make a set schedule of appointments as a guidance counselor could, I was able to set up a tentative schedule with the teacher as to times that were difficult for this child, or times where it was academically feasible for him to leave the room. I would "drop in" and if the boy had been working to the level we demanded of him, I would take him out for his own

special period. He looked forward to this, and in this way we managed to make a substantial change in his behavior, and I was able to gradually wean my way out of his therapy in a few weeks. This same method could not, of course, work with all children but there are an infinite number of programs that could be set up, depending on time and cooperation. This part of the research should definitely be carried further than I was able to.

The crisis intervention role is one that I feel should be an integral part of a school system and would definitely stop many children from ending up in special classes, or as school drop-outs. The crisis intervener has the opportunity to work out the hostility, the rage, the frustration and the fears that many children have, and enable the child to return to the classroom ready to function again. Of course, a follow-up program in most cases is a necessity. A well-stocked room, in terms of materials, from kindergarten through eighth grade is also a necessity. The room must be full but not too distracting, however, and the lines between work and play must be sharp and defined. Time is of the essence, and a person sensitive to the needs of children who can at the same time be diplomatic in their relations to other adults is vital for the role. The crisis intervention teacher has the potential of exploding into one of the most important, fascinating, and beneficial jobs that can be set up in a school

I have done what I felt has been best for the children. I have granted much freedom, and have been able to break down the adult-student barriers in a way I have rarely seen done before. Some might argue that I have gone too far, or some might have created the job in a

totally different fashion. As I have stated before, this project has been based upon my own philosophy and personality.

I can only stress again here, at the expense of sounding repetitive, that I feel very strongly that this project be continued for at least a full school year. I feel that I have done a tremendous amount for many of the children in the College Learning Laboratory, in the less than four months that I had, and I feel that much more could have been done for these and other children given more time and research.

This is a research project. It has shown itself thus far to have been a tremendous success, and it should definitely be carried through and be allowed to realize its full potential.

RECORD OF INTERACTION WITH PUPILS

PUPIL NUMBER	DATE	TIME
001	Feb. 11, 1974	11:45 - 12:00
001	Feb. 12	10:30 - 11:30
001	Feb. 12	12:00 - 2:00
001	Feb. 19	1:30 - 2:30
001	Feb. 20	1:30 - 2:30
002	Feb. 15	12:30 - 1:30
003	Feb. 14	1:00 - 2:00
004	Feb. 26	8:50 - 9:15
005	Feb. 26	8:50 - 9:15
006	Feb. 13	11:15 - 11:45
007	Feb. 21	1:45 - 2:20
007	Feb. 22	12:00 - 12:45
008	Feb. 21	9:00 - 9:25
008	Feb. 22	9:00 - 9:25
009	Feb. 21	9:00 - 9:25
010	Mar. 1	1:00 - 1:45
011	Mar. 1	2:15 - 2:30
012	Mar. 1	2:15 - 2:30
003	Mar. 1	9:00 - 10:15
013	Mar. 5	12:50 - 1:25
001	Mar. 6	9:40 - 10:00

PUPIL NUMBER	DATE	TIME
010	Mar. 5	2:25 - 2:45
010	Mar. 6	11:00 - 11:20
003	Mar. 7	2:15 - 3:00
014 015 016	Mar. 7	2:00 - 2:40
014 015 016 017	Mar. 8	9:00 - 11:30
014	Mar. 11,12	9:00 - 9:30, 2:30
015	Mar. 13	10:15 - 11:30
001	Mar. 13	10:45 - 11:30
018	Mar. 13	9:45 - 10:15
018	Mar. 13	1:00 - 1:30
018	Mar. 14	11:30 - 12:00
018	Mar. 19	9:50 - 11:00
018	Mar. 19	2:00 - 2:30
018	Mar. 20	9:40 - 10:00
018	Mar. 21	9:45 - 12:00
001	Mar. 21	1:00 - 1:30, 2:30 - 2:50
019	Mar. 21	9:45 - 12:00
005	Mar. 20	11:35 - 2:30
004	Mar. 19	10:45 - 11:30

PUPIL NUMBER	DATE	TIME
004	Mar. 21	10:30 - 11:10
010	Mar. 22	1:00 - 1:40
018	Mar. 25	1:00 - 3:00
018	Mar. 27	10:30 - 11:00
003	Mar. 25	12:00
003	Mar. 27	10:40 - 11:00
018	Mar. 29	11:00 - 12:00
018	Apr. 2	9L30 - 10:00
003	Apr. 23	9L40 - 10:00
020	Apr. 23	12:00 - 12:20, 1:00 - 2:40
015 021	Apr. 25	in report
022	Apr. 24	9L10 - 9:40
018	Apr. 24	10:45 - 11:10
007	Apr. 25	12:30 - 1:00
023,024	Apr. 25	1:15 - 1:35
020	Apr. 25	2:20 - 2:40
013,009	Apr. 26	8:40 - 9:10
018	Apr. 26	10:20 - 10:40
007	Apr. 26	11:00 - 11:30

PUPIL NUMBER	DATE	TIME
014	Apr. 26	9:45 - 10:45, 2:00 - 2:15
020	Apr. 26	12:00 - 1:15
017,014	Apr. 30	1:40 - 2:30 - 2:50
025	Apr. 30	1:30 - 2:00, 2:40 - 2:50
018	May 2	1:00 - 1:30
007	May 2	1:30 - 2:00
002	May 2	2:20 - 2:35
018	May 8	11:00 - 11:15
003	May 8	11:15 - 12:00
003	May 10	9:05 - 9:42
002	May 14	9L30 - 10:00, 12:45 - 1:00
002	May 15	9:00 - 10:00
002	May 15	10:45 - 11:10
002	May 16	9:00 - 10:00
020	May 14	10:15 - 11:30
004, 026	May 14	10:45 - 11:15, 12:30 - 12:45
018	May 14	1:55 - 2:15
027,028 029	May 16	10:45 - 11:00
001	May 15	11:20 - 12:30
001	May 16	12:00 - 1:15
001	May 17	12:20 - 1:35
020	May 17	11:30 - 12:15
030	May 22	11:20 - 12:00
002	May 23	9:00 - 10:15
014	May 21, 22	2:30 - 2:40
007,013	May 24	10:45 - 11:30

APPENDIX B

OBSERVATION CHECK-LIST

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APPENDIX B

CLASSROOM LEARNING ABILITIES INVENTORY

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IDENTIFICATION OF PUPILS PARTICIPATING IN THE TESTING SITUATION

CLASS PLACEMENT	PUPIL	TOTAL NUMBER
Primary TMR	001	7
	002	
	003	
	004	
	005	
	006	
	007	
Primary EMR	008	8
	009	
	010	
	011	
	012	
	013	
	014	
	015	
Intermediate TMR	016	4
	017	
	018	
	019	
Intermediate EMR	020	6
	021	
	022	
	023	
	024	
	025	
Lower Elementary LBD	026	5
	027	
	028	
	029	
	030	
	Total Number of Pupils Participating:	30

NUMBER OF SUBTESTS ADMINISTERED BY SUBTEST AND TOTAL

SUBTEST	TOTAL NUMBER
Auditory Association	4
Auditory Closure	6
Auditory Discrimination	9
Auditory Memory	3
Directionality	5
Expressive Language	2
Form Constancy	3
Grammatic Closure	3
Position in Space	8
Spatial Relationships	9
Visual Association	9
Visual Closure	9
Visual Discrimination	5
Visual Figure-Ground Perception	11
Visual Memory	5
Visual-Motor Coordination	4
Coding	4
Total Number of Subtesting Situations:	99

TIME FOR EACH SUBTEST PER PUPIL - ROUNDED TO THE NEAREST MINUTE

SUBTEST	PUPIL	TIME
Auditory Association	028	7 minutes
	026	6 minutes
	022	7 minutes
	024	7 minutes
Auditory Closure	016	7 minutes
	017	7 minutes
	018	7 minutes
	019	6 minutes
	021	4 minutes
	020	4 minutes
Auditory Discrimination	020	5 minutes
	008	12 minutes
	009	9 minutes
	010	12 minutes
	011	10 minutes
	012	----------
	013	10 minutes
	014	10 minutes
	015	10 minutes
Auditory Memory	028	12 minutes
	009	12 minutes
	020	8 minutes
Directionality	021	8 minutes
	023	8 minutes
	027	7 minutes
	030	8 minutes
	029	9 minutes
Expressive Language	021	15 minutes
	020	10 minutes
Form Constancy	024	9 minutes
	025	9 minutes
	026	7 minutes
Grammatic Closure	026	6 minutes
	009	5 minutes
	028	8 minutes
Position In Space	008	12 minutes
	009	10 minutes
	010	12 minutes
	011	8 minutes

TIME FOR EACH SUBTEST PER PUPIL - ROUNDED TO THE NEAREST MINUTE CONTINUED..

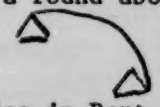
Visual Memory	027	10 minutes
	030	10 minutes
	029	10 minutes
	020	6 minutes
	023	9 minutes
Visual - Motor Coordination	022	9 minutes
	023	8 minutes
	025	9 minutes
	026	10 minutes
Coding	026	7 minutes
	027	8 minutes
	030	7 minutes
	029	9 minutes

APPENDIX B

CLASSROOM LEARNING ABILITIES INVENTORY

Student Profiles

CLASS: Primary TMR

001	Spatial Relationships:	Michell attempted items #1-5, completing #1 and 3 successfully, but unable to copy #2 and 5 correctly. She used a round about pattern to connect item #4.i.e. 
(3)	Visual Closure:	Michell found 9 pumpkins in Part I; but was unable to complete any of the first five items in Part II.
	Visual Figure-Ground Perception:	Michell attempted items #1 and 2; she was unable to trace on the line, seemed to lose perspective on the triangle and rectangle, and failed to use appropriate colors.
002	Spatial Relationships:	Robert completed items #1-5 successfully, with lines drawn to the shapes in proper direction though curved.
(3)	Visual Closure:	He found 7 pumpkins in Part I; missed items #1, 3, 4, and 5 in Part II having attempted only items #1-5.
	Visual Figure-Ground Perception:	Robert completed items #1-5 successfully with appropriate color selection, and shape identification, but could not trace on the line.
003	Spatial Relationships:	Peter attempted items #1-5, missing only item #
(3)	Visual Closure:	He found 15 pumpkins in Part I; attempted first five items in Part II experiencing difficulty with #4(lines not extended to corners of rectangle)
	Visual Figure-Ground Perception:	Peter attempted items #1 and 2, missing the color and shape identification for item #2.
004	Spatial Relationships:	Carol completed items #1-5 successfully.
(3)	Visual Closure:	Carol found 8 pumpkins in Part I; attempted first five items in Part II, experiencing difficulty with #4(lines not extended to corners of rectangle)
	Visual Figure-Ground Perception:	Carol completed item #1 successfully; seemed distracted and confused the triangle with the rectangle in item #2; had difficulty choosing appropriate colors

CLASS: Primary TMR

005	Spatial Relationships:	Bryan completed items #1-5, missing #2 only.
(3)	Visual Closure:	Bryan found 2 pumpkins in Part I(taking the heads of the boy and girl as pumpkins); an was unable to complete successfully any item in Part II.
	Visual Figure-Ground Perception:	Bryan completed items #1 and 2 successfully did not attempt any other items
006	Spatial Relationships:	Karen attempted items #1-5, completing #1 successfully, gaining partial credit for #2 (lines drawn through circles), #3(line throu
(3)		squares), and missed #5 completely.
	Visual Closure:	Karen found 11 pumpkins in Part I; but was unable to complete successfully any of the first five items in Part II
	Visual Figure-Ground Perception:	Karen attempted and completed successfully t first five items, but did not attempt to go further
007	Spatial Relationships:	Frank attempted the first five items, missin #2 and 3.
(3)	Visual Closure:	Frank found 2 pumpkins in Part I, and when a ed to find more pumpkins, he colored a tree. Frank did not attempt any items in Part II.
	Visual Figure-Ground Perception:	Although Frank completed items #1 and 2, he needed assistance in selecting appropriate colors and in locating the proper shapes. Frank had difficulty tracing on the lines.

CLASS: Primary EMR

008	Auditory Discrimination:	Stephen completed all items correctly!
(3)	Position In Space:	Stephen completed items #2-6 correctly; missed items #1,7, and 8 and did not attempt #9 and 10.
	Visual Association:	Stephen completed all items, missing #14 and 15 only.
009	Auditory Discrimination:	Denise completed all items; she missed #3, 4, and 7 only.
(3)	Position in Space:	Denise completed items #1-10, missing #9 and one half of #10.
	Visual Association:	Denise completed all items, missing #15 and 16 only.
	Auditory Memory:	Denise completed Part I successfully. In Part II: Sec. A - missed #8 and 10; Sec. B- did not attempt; Sec. C - missed #7, 8, and 9.
	Grammatic Closure:	Denise completed all items successfully.
010	Auditory Discrimination:	Paula completed #1-3 successfully; missed #4. Although she completed #5-8 correctly, she had to watch Stephen perhaps "to get the hang of it" before completing #9-14. Of all of the items, Paula missed #9 only.
(3)		
	Position in Space:	Paula completed items #1-8, missing #7 and 8. She did not attempt #9 and 10.
	Visual Association:	Paula completed items #1-11, missing #1 only, and finding 7 items for #10.
011	Auditory Discrimination:	Aaron completed items #1-10, missing #8 and 9 only.
(3)	Position in Space:	Aaron completed items #1-18, missing #10, 13, and 15. He was given partial credit for item #6, 16, and 17.
	Visual Association:	Aaron completed items #1-10 correctly, and found 5 items for #10.
012	Auditory Discrimination:	Willson was unable to complete any of the items for the three subtests after two attempts at the testing situation.
	Position in Space:	
	Visual Association:	

CLASS: Primary EMR

013	Auditory Discrimination:	Connie attempted items #1-8, gaining partial credit for items #3 and 4, and missing items #5-8.
(3)	Position in Space:	Connie completed items #1-18, missing #1, 9, 10, 13, 15, and 16 and gaining partial credi for item #17.
	Visual Association:	Connie completed items #1-15 successfully, finding 4 items for #10.
014	Auditory Discrimination:	Sandra attempted the three subtests twice. The results given are after the second attem Sandra attempted items #1-5, missing #3 and
(3)	Position in Space:	Sandra completed items #1-5 successfully.
	Visual Association:	Sandra completed items #1-9, missing items #7, 8, and 9.
015	Auditory Discrimination:	George completed items #1-14, missing #10, 1 and 14.
(3)	Position in Space:	George completed items #1-10, gaining partia credit for items #6 and 10, and missing #8.
	Visual Association:	George attempted items #1-10, completing all successfully, and finding 6 items for #10.

CLASS: Intermediate TMR

016	Visual Discrimination:	Mark attempted all 16 items, missing #4,5,8, 11 and 16.
(3)	Visual Figure-Ground Perception:	Mark had difficulty keeping on the lines for #1; traced the three shapes using one color for #2; had difficulty with the letter A, (chosing the appropriate color and staying on the lines) for #5. Mark did not attempt #3 ar 4 because of time.
	Auditory Closure:	Mark completed the entire subtest with only one error: #11 he responded street instead of sidewalk.
017	Visual Discrimination:	Jean attempted all 16 items, missing #11 only. chosing ↄ instead of C .
(3)	Visual Figure-Ground Perception:	Jean attempted items #1-7 and completed all successfully with two exceptions: she could not seem to trace around any of the circles, and she had difficulty locating the letter A in item #5.
	Auditory Closure:	Jean completed the examples and items #1-8 without error. She could not respond at all to #9, and errored on #10, responding with gers instead of fingers; and #11, responding with ice skates instead of sidewalk.
018	Visual Discrimination:	Michael attempted all 16 items, missing both examples, and #1 - 5, 7, 9, and 10. Every choice Michael made was the last figure in each row, whether it was the correct response or not
(3)		
	Visual Figure-Ground Perception:	Michael attempted items #1, 2 and 5. He traced well beyond each figure, unable to keep on the lines. For #2, although we decided on a specific color for each shape, Michael used one color(brown) for tracing.
	Auditory Closure:	Michael had difficulty here. He attempted both examples and items #1-7, missing all but #7. 1. be for nose 2. why for crawls 3. --- for winter 4. --- for night 5. tall for big 6. big for toy

CLASS: Intermediate TMP

019

(3)

Visual Discrimination: Alfreda attempted all 16 items, missing #1, 2, 5, 7, 8, 9, and 10. She did extremely with letter recognition.

Visual Figure-Ground Perception: Alfreda attempted items #1-7. She had difficulty outlining the circle, and ended by filling in the cirlce with consecutively drawn circles. Difficulty outlining other shapes was also in evidence, with only the rectangle emerging as adequately traced. Again Alfreda showed a good recognition of letters as evidenced in #5.

Auditory Closure: Alfreda did very well with this subtest, missing example B, #11, 15, and 16.

B. crups for crawls
11. ground for sidewalk
15. lisen for listening
16. hard for rough

CLASS: Intermediate EMR

020

(8)

Auditory Closure: Frank had little difficulty with this subtest, missing #11 only.(no response)

Auditory Memory: On the Auditory Memory Part II, Frank complete: all three sections with the following results: Sec. A-missed #10; Sec. B-missed #8,9, and 10; Sec. C-missed #6,7,8,9,and 10.

Expressive Language: Frank completed items 1-20 correctly. Following are his responses to items 21-29:

21. book
22. hammer; we use it for putting nails in a board
23. key; fits in something; we can use it
24. pin; holds stuff together
25. pen; write stuff down; take cap off top
26. spoon; use it for food; using stuff
27. girl's putting a letter in the mailbox
28. girl's talking to someone
29. boy's putting on the shirt because it is cold; might be going someplace

Visual Association: Frank completed the entire subtest, missing #14 15, and 16; and finding 5 objects for #10.

Visual Closure: Frank found 9 pumpkins in Part I; and successfully completed items #1-12 in Part II with the exception of #4(upsidedown V did nto touch rectangle to corners), and #10(loop for f was drawn to far left of crossbar i.e.

Visual Discrimination: Frank completed the entire subtest without erro

Auditory Discrimination: Frank attempted the entire subtest, showing an obvious difficulty with #3 only; the line was not drawn through the circle but rather it stopped on the curved inner circle.

Visual Memory: Frank completed the entire subtest without erro:

021

(3)

Directionality: Michelle completed the entire subtest without error!

Auditory Closure: Michelle completed the entire subtest without error!

Expressive Language: Michelle completed items #1-20 correctly. Following are her responses to items 21-29:

21. read; open it; pictures
22. hammer with it; goes in tool box
23. open a door, shut the door; lock it
24. diapers; clothes; put in sewing box

021 (1)	Expressive Language:	25. write with it; use it on paper; on a book 26. eat with it; use it; spoon drawer; wash it 27. putting mail in the mailbox 28. talking on phone; standing 29. he's putting on his coat to go outside play
022	Auditory Association:	Paul completed the entire subtest without err
(3)	Visual-Motor Coordination:	Paul attempted all 14 items, showing some difficulty with items #6, 8, 9, and 12(lines and circle did not reach to sides of the figu
	Spatial Relationships:	Paul completed items #1-10 correctly. He di not attempt item #11.
023	Directionality:	Joanna attempted all 12 items, missing #9 and
(3)	Visual Memory:	Joanna had little difficulty with the subtest missing only #2(XI for IX)
	Visual-Motor Coordination:	Joanna completed the entire subtest without error!
024	Auditory Association:	Paul attempted the entire subtest, missing #4 only.
(2)	Form Constancy:	Paul attempted the entire subtest, locating 1 out of 14 circles and 5 out of 7 squares. Paul also outlined 1 triangle and 1 rectangle which were not part of the directions given.
025 (3)	Form Constancy:	Louis attempted the entire subtest locating 1 out of 14 circles, and 6 out of 7 squares. Louis also traced around 3 rectangles not in directions. Louis had difficulty tracing around the shapes, with all of his tracings falling within each shape rather than on the lines and curves.
	Visual-Motor Coordination:	Louis completed the entire subtest, missing o #12. Had difficulty drawing circle within the triangle.
	Spatial Relationships:	Louis completed the entire subtest having dif iculty with #8 only. He showed line comfusi from point 3 to point 4.

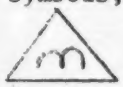
CLASS: Lower Elementary LBD

026

(5)

Auditory Association: John completed the entire subtest, missing #10 (chosing hat instead of head), and coming up with a unique answer for #4(instead of up goes the kite, he responded with up goes the umbrell John lost no credit for #4.

Coding: John did well on this subtest. The only difficulty was with the triangle symbols; e.g.

began to look like  .

Form Constancy: John did well here finding 13 cirlces out of 14 and 7 out of 7 squares. He also traced around one rectangle for a single miss.

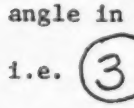
Grammatic Closure: John responded correctly to all but #8; instead of sitting, he responded with in the chai

Visual-Motor Coordination: John responded correctly to all items with the exception of #14; he was unable to perform thi task, ending up by tracing around the outside of the maze beginning with the IN arrow and going out with the OUT arrow.(example below)

029

(3)

Coding: Vincent completed the entire subtest. He had difficulty with designs for the circle and triangle in items 1-4.

i.e. for  ; for .

In row 8, the same difficulty occurred.

for ; for ; and

for .

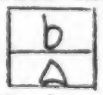
Visual Memory: Vincent completed the entire subtest, missing #2(XI for IX); and #13(q for g)only.

Directionality: Vincent completed the entire subtest, missing #'s 5 and 9, and item b in #1: marking for the left foot rather than the right foot.

027

(3)

Coding: Vonda completed the entire subtest correctly with the exception of one item in #8: showing

 instead of .

Visual Memory: Vonda completed the entire subtest without error

CLASS: Lower Elementary LBD

027 — Directionality: Vonda completed the entire subtest correctly with the exception of one item in #1: sho the left to be in the box rather than the right foot.

028 — Auditory Memory: In Part I, Tony was unable to recognize the upper case letters A and B and was also unab to name something that began with each of th letters. After we talked about the fact th an apple began with an a and a bus began wit b, he was able to identify both the apple an the bus from the choice of pictures given. Tony did not attempt the Ch and Dr sounds or picture identifications.
In Part II, Tony did very well with section missing only the last 5 digit sequence. Fo section B he demonstrated again a seeming in ability to work with letters, completing onl the first three items successfully. He did very well with section C giving back the fir six sequence items correctly.

(4)

Grammatic Closure: Tony did very well with this subtest, respon correctly to all 10 items.

Auditory Association: Tony needed some prompting here but may have been a result of the afternoon schedule and the fact that this was the last subtest that he did attempt. He completed the two examp and the first four items correctly.

Visual Closure: Tony found 7 pumpkins. In addition he colo the five tree trunks and the heads of the bo and girl when asked to find more pumpkins. Tony attempted items #1 and #2 in Part II bu could not complete either figure to its like He drew a great many lines on the figures wh crossed/dissected one another.

030 — Coding: Joey did an excellent job with this subtest; showing an exactness and neatness worth fram

(3)

Visual Memeory: Joey again did an excellent job with this su test; all 14 items correct!

Directionality: Joey completed the entire subtest, missing #9 and #12 and item b in #1: marking the left foot in the box rather than the right foot.

APPENDIX C

COMPUTER APPLICATIONS

The following pages illustrate typical pupil-computer interactions.

TUTOR

PLEASE ENTER YOUR NAME:

CHRIS

SOME WORDS CONTAIN LETTERS YOU DO NOT HEAR. IN EACH SENTENCE BELOW THERE IS AN UNDERLINED WORD THAT HAS ONE OR MORE SILENT CONSONANTS.

READ EACH SENTENCE AND TYPE THE LETTER OR LETTERS THAT COMPLETES EACH SENTENCE.

AFTER TYPING YOUR ANSWER BE SURE TO PRESS THE RETURN KEY.

IF G AND N ARE TOGETHER AS IN THE WORD SIGN. ___ IS USUALLY SILENT.

TYPE G OR N

□:

G

GOOD WORK! N IS ALWAYS HEARD WHEN IT COMES AFTER G AS IN THE WORD

SILENT. TYPE THE TWO SILENT LETTERS

□:

GH

GOOD WORK! GH IS SILENT AT THE END OF THE WORD HIGH.

IF M AND B ARE TOGETHER IN A WORD AS IN THE WORD LAMB ___ IS USUALLY SILENT. TYPE M OR B

□:
B

OK! B IS ALWAYS SILENT WHEN IT COMES AFTER M IN A WORD.

IF A, L, AND K ARE TOGETHER IN A WORD AS IN THE WORD CHALK ___ IS USUALLY SILENT. TYPE A, L OR K

□:

L

GOOD! L IS ALWAYS SILENT WHEN IT COMES BETWEEN A AND K.

IF C AND K ARE TOGETHER IN WORD AS IN THE WORD TRACK, THEY HAVE A ___

□:

C

SORRY! TRY AGAIN! HINT: C_ BEFORE K ALWAYS HAS THE K SOUND AS IN LUCK OR TRUCK:

TRY AGAIN

□:

K

VERY GOOD! CK TOGETHER ALWAYS HAS THE K SOUND AS IN TRUCK OR LUCK.

IF G.H. AND T ARE TOGETHER IN A WORD AS IN LIGHT. ___ AND ___ ARE USUALLY SILENT. TYPE THE TWO SILENT LETTERS

□:

GH

VERY GOOD! GH FOLLOWS A VOWEL AND COMES BEFORE THE LETTER T.

IF T. G. AND H ARE TOGETHER IN A WORD AS IN WATCH. ___IS USUALLY SILENT. TYPE T. G OR H

□:

□:

T

VERY GOOD! T IS ALWAYS SILENT WHEN IT FOLLOWS A VOWEL AND COMES BEFORE CH.

IF K AND N ARE TOGETHER AS IN THE WORD KNOT. ___ IS USUALLY SILENT.TYPE K OR N

□:

K

VERY GOOD - K IS ALWAYS SILENT BEFORE N.

IF W AND R ARE TOGETHER AS IN THE WORD WRAP. ___ IS USUALLY SILENT. TYPE W OR R

□:

W

VERY GOOD - W IS ALWAYS SILENT BEFORE R.

IF C AND K ARE TOGETHER IN WORD AS IN THE WORD TRACK. THEY HAVE A ___ SOUND. TYPE C OR K .

PUPIL PERFORMANCE ON "CONSONANT" PROGRAM

PUPIL	TIME REQUIRED	SCORE	TEACHER COMMENTS	PUPIL COMMENTS
001	6	91		I like you
002	13	76	Needed help with instructions	I like you
003	8	83		You are smart
004	18	82	Needed help with instructions/reading	
005	7	100		
006	10	73		Good Bye
007	9	91	Needed help with instructions	I like you very much
008	9	80		You are very nice
009	10	81		I like you
010	8		Needed help with instructions	I enjoyed it
011	7	100		
012	5	100		You have a dirty core
013	5	100		I learned something

PUPIL	TIME REQUIRED	SCORE	TEACHER COMMENTS	PUPIL COMMENTS
014	9	86		I like you
015	6	86		
016	10	91	Needed help with instructions/reading	I love you
017	6	91		
018	5	100		I love you
019	8	100	Needed help with instructions/reading	You are nice
020	11	100	Needed help with instructions/reading	
021	13	100		I like you
022	8	100	Needed help with instructions	
023	12	80	Needed help with instructions	
024	10	76	Needed help with instructions/reading	You are nice
025	12	81	Needed help with instructions/reading	I like you
026	12	85	Needed help with instructions/reading-anxious for test to end	

PUPIL	TIME REQUIRED	SCORE	TEACHER COMMENTS	PUPIL COMMENTS
027	10	91	Needed help with instructions	Good Bye
028	6	91	Needed help with instructions	You rotten machine
029	8	86		
030	7	100		
031	7	90	Needed help with instructions	I like you
032	9	90	Needed help with instructions & S&Z sounds	I love you
033	9	100		
034	8	90		
035	8	67	Wanted to type own words	
036	9	71		I like you
037	8	88	Needed help with instructions	Yes
038	5	90		I like you